

Assessment Schedule – 2025

Chinese (Mandarin): Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts (91955)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> selecting evidence of ideas, information, and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the speakers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–14	15–19	20–24

Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Sample Evidence

Question ONE		Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of what happened to Xiaomei today.</i>	<p>Xiaomei is leaving a phone message to tell her younger brother:</p> <ul style="list-style-type: none"> • she is at Beijing Airport now • she got up late this morning • when she took the bus to the airport, there were a lot of cars on the road because a lot of people drove to work in the morning • when she got to the airport, the plane had already left • there is no flight back to New Zealand tomorrow • she asks her younger brother to tell her parents that she will be back in New Zealand next Monday • tomorrow is her younger brother's 18th birthday • she knows this birthday is very important, and she is sorry she won't be home to celebrate with him tomorrow • she will bring home a gift he wants. 	Identifies the main events and facts directly from the message. The response is a list of what happened.	Explains and connects the events, showing the cause-and-effect relationship (late > rush hour traffic > missed flight).	Explains clearly and fully what happened to Xiaomei, showing how each event led to the next.
(b)	<i>Possible evidence showing understanding of the event Xiaomei will miss, and how she could have avoided missing it.</i>	<ul style="list-style-type: none"> • She will miss her younger brother's 18th birthday. • The birthday is a very important event which should be celebrated together with family. • It is Xiaomei's fault that she won't be home in time to celebrate her brother's birthday. 	Identifies the event Xiaomei will miss and suggests simple, obvious solutions based on the text.	Explains the significance of the event Xiaomei will miss and connects her proposed solution (taking the train) directly to the cause of the problem (traffic).	Explains fully the event Xiaomei will miss and suggests a practical way she could have avoided it, showing how those actions would have worked.

Question TWO		Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of what Xiao Hong's family do during the Spring Festival.</i>	<ul style="list-style-type: none"> • The Spring Festival is Xiao Hong's family's favourite, they are always busy during it. • They clean every spot in the house. • They eat fish, meat, and dumplings. • They get red envelopes (with money inside). • Everywhere is red, which is beautiful. 	Identifies a list of activities from the conversation.	Explains and connects the activities to their purpose or context (e.g. cleaning for a fresh start, red envelopes for good luck).	Explain fully and clearly what Xiao Hong's family does, showing their activities are connected to celebrating the Spring Festival.
(b)	<i>Possible evidence showing understanding of the cultural significance of the Spring Festival to Xiao Hong's family.</i>	<ul style="list-style-type: none"> • The Spring Festival represents a new start, as indicated by cleaning the house and buying new clothes. • It is a big family celebration when people gather to eat lots of delicious food. • It is a time for people to make good wishes to each other, as indicated by the red coloured decorations and the red envelopes given to children. • It is an important event to spend time with one's family – this is highlighted by the fact that people will travel from far away and take a long trip to go home to see their parents. 	Identifies basic reasons from the text.	Explains the cultural significance by connecting the symbolism (renewal) with the strong social imperative of family reunion.	Explains clearly why the Spring Festival is culturally important to the family, using specific examples from the passage to support the explanation.

Question THREE		Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Possible evidence showing understanding of Li Ming's concerns.</i>	<ul style="list-style-type: none"> • Li Ming is going to New Zealand to study for three months from next week and he doesn't want to go anymore. • He is worried his English skills are not good and he won't be able to understand what his teachers and classmates say. • He is worried about taking the bus because he doesn't know how, and the place he will be staying is 20 minutes away from school. • He is worried that he would be alone during Mid-Autumn Festival with no family. 	Identifies Li Ming's stated concerns.	Explains the nature of his different concerns (academic, practical, emotional) and supports this with specific evidence from the text.	Draws a thoughtful conclusion about what Li Ming's worries show about his fears, using details he gives as clear evidence.
(b)	<i>Possible evidence showing understanding of Lan Lan's suggestions, and Li Ming's attitude towards them.</i>	<ul style="list-style-type: none"> • Lan Lan suggests that Li Ming reads more English books and watches English films. • She says he should tell his teacher if he doesn't understand what they are talking about and they will slow down for him. • He is 15 years old now and should learn how to take a bus. There are many classmates who take the bus to school, he could ask his classmate, it is very easy. • Not only can Li Ming improve his English studying in New Zealand, but he can also make a friend. • Although he won't be able to celebrate the festival with his family, he will be able to celebrate with new friends and teach them all about the festival. • Li Ming is not willing to take Lan Lan's suggestions. No matter what Lan Lan says, he avoids it. In the end, Li Ming is hoping to bring his mum with him to New Zealand. 	Identifies the suggestions and gives a basic description of Li Ming's attitude.	Explains what Lan Lan suggests and how Li Ming reacts to it, showing that he does not agree with or accept her advice.	Explains the clear mismatch between Lan Lan's helpful advice and Li Ming's unwillingness to listen, showing how his responses reveal that he is not ready to try.